

THE

WASHINGTON, D. C.

AMERICAN

JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXII.

WASHINGTON, D. C. AND ST. LOUIS, AUGUST 2, 1889.

No. 8.

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WASHINGTON, D. C. AND ST. LOUIS, AUGUST 2, 1889.

No. 8.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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DOUBT and fear and disbelief are an evil trinity; they are weakness and despair and darkness. He that believeth not shall be damned. His lack of both faith and effort insures this. Have faith and go to work and succeed.

YOUR eye only sees what it brought—the faculty of seeing. How many are blind to color and the beauty of the landscape—to the deep, rich, high thought, which the poet gives! Intelligence helps in all these things.

THE power of man consists in the multitude of his affinities, in the fact that his life is intertwined with the whole chain of organic and inorganic being. Education involves the continuous and extended use of this power.



And National Educator.

Washington, D. C. and St. Louis, Aug. 2, '89.

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Every School Library and every Teachers' Reading Circle in the country should have a copy of the addresses given at these great meetings, and so be armed and equipped with arguments to meet the opponents of the common school as well as to reinforce themselves for their work.

THIS illiteracy brings only misery and mischief—only darkness and despair! Let us illuminate it by the common school; let us pour light in upon it; instruct it, cheer it, and give strength to this six millions; make them safe citizens, peaceful, productive citizens; enlightened citizens. We cannot afford to do aught else but this.

Ignorance costs. Intelligence pays.

WE are indebted to Chas. Sykes, Secretary of the "Nashville Commercial Club," Col. A. S. Colyar, and other members, for special and marked courtesies during our visit to that city. The Club is elegantly furnished throughout. We found on file papers from all the principal cities of the

United States and Europe, bearing upon commerce, art, literature, science, the ethics of political economy, etc.

The Club was elaborately trimmed for the occasion, and visiting editors were very cordially invited, not only to call but to make themselves at home in its spacious and elegantly arranged quarters.

DR. WM. T. HARRIS sailed, with his family, July 27th, to make the Official Report on Education from the Paris Exhibition, for the United States Bureau of Education. We shall have a report which will be a credit to all parties interested—complete and exhausting. We congratulate U. S. Commissioner Dawson on being able to commission so able a representative.

WE are glad to see that Dr. M. M. Fisher has been elected to the position of Chairman of the Faculty of our State University at Columbia, Mo. He has just returned from a year's travel on "The Continent," and brings all his old time vigor, ability and enthusiasm to this responsible post, and is re-inforced by the latest and most careful study of the Universities of the old world.

SOME of our friends, we are sorry to see, do not understand us, after these more than twenty years of service.

We do not take up or engage in any contest merely for the sake of fighting—that would be unmanly, unchristian, brutal. We fight to conquer, to put down the evil and the base, and to exalt the good and the true. We appeal to history to prove our words and our acts. We were strong, because in all cases we were right. How could it be otherwise than that we should conquer?

WITHOUT intelligence—true intelligence—begetting patriotism and faith among the masses—we see nothing possible before us in this country but anarchy. The cheapest, the best, the most righteous thing to do, is to found common schools and educate the people.

THE great and the high, of all ages, kindled the first light of intellectual power at the feet of some forgotten teacher—so that his light burns on, a pure star, fixed forever in the firmament. Can you measure the worth of this sort of work? or measure the means adequate to such an end?

THIS teacher, in his work—placid, quiet, far-seeing—reveals and interprets the far-shining, upper light of intelligence, and inducts the children, the people, the State and the nation into it. This work is worth all it costs.

PERHAPS this patient, plodding teacher, has no voice of genius with which to tell of his work; but it lives and thrives and grows apace, and ripens into power, character and safety for the State and the nation. His light shines on when that of the politician flickers and dies out. The one is all-important and immortal—the other a rush-light that emits nothing for the morrow.

THE practical, common-sense statements of Prof. S. S. Parr, of the De Pauw Normal School in Indiana, that the teacher who provides himself or herself—or who is provided—with "proper tools to work with in the school-room, is worth from \$10 to \$50 more per month than those not thus provided," begins to attract not only attention, but attention to the fact ripens into action on the part of school officers and others.

This is wise, for the children do not have the opportunity of school life but once—and what they miss then, they miss forever.

Should not our teachers call attention to these facts, and secure action on the part of school officers, directors and trustees in all our schools?

OUR teachers show the children that they are denizens of a wider universe than this world comprises—than the earth that lies in its own daylight reveals.

OUR teachers kindle the central fires of intelligence; they give circulation to thought, and interpret and communicate the influence and the sap of life; they are the sworn enemies of ignorance, illiteracy and discord, wherever they are and wherever they work.

There are more than four hundred thousand of them, and instead of diminishing they are multiplying in both numbers and power. Their light cannot be put out nor their power restricted.

THIS work of the teacher is not a transitory thing; it is a deliberate, unquenchable illumination of the people.

He says: "Let there be light"—and there will be light; it is kindled from his inmost heart, and it shall be made visible to all eyes.

THIS common school system for the proper education of the people, has grown up from the depths of necessity. It is a part of us, and of our form of government; it must and will continue to grow with our growth and strengthen with our strength.

THESE battles we fight for intelligence, are always victorious; and one victory always strengthens us for other and greater victories. Those who battle for intelligence are always on the winning side.

If \$150,000,000 of this surplus of \$700,000,000, now idle in the United States Treasury, was distributed for education, we could increase the school terms in all the States to nine months in the year, and pay our teachers in all the States adequate salaries at the end of each month, as other State and County officers are paid. Why not do this?

HERE is the official statement from Washington in regard to the \$700,000,000 now lying idle in the United States Treasury.

This money belongs to the people; it was collected from them; they earned it; and they ought to have a "say" as to the disposition of it.

If we do not put \$150,000,000, for the use of schools and for education, the politicians, as we have before stated, will probably squander it for political purposes. It is better to spend it for education.

The official dispatch says:

"WASHINGTON, D. C., July 27.—The count of the cash and securities in the United States Treasury, incident to the transfer of the office from Mr. Hyatt to Mr. Huston, the incumbent, was completed this afternoon. There are \$700,000,000 in the Treasury."

What are the four hundred thousand teachers doing in behalf of this measure of Federal Aid for Education?

We hope you will let your friends see this issue of the AMERICAN JOURNAL OF EDUCATION. They will be pretty sure to want a copy of it for a year, if you do this.

THE GREAT MEETING.

"We can do better yet."

SHAK.

THE meeting of the National Educational Association just closed at Nashville, Tenn., was one of the best ever held.

When the volume of its papers and proceedings appears it will be found that President A. P. Marble and Secretary James H. Canfield struck out on a new line in the way of a program—both for this General Association and for the Department meetings.

The strong men and women were there, representing all phases of the question of education and all sections of the country. Not all of the four hundred thousand teachers of the United States were there in person; but not one of these can quite afford to miss this volume of the proceedings of this convention—and yet Secretary Canfield announced that only so many volumes would be printed as should be called for on or before September 1st, 1889.

We shall, however, publish from time to time in the columns of the several editions of the AMERICAN JOURNAL OF EDUCATION, most of the important papers bearing upon the advanced positions taken by these leaders.

President Marble put the Association on a high plane of educational advance from the start.

It has been run too much as a mutual admiration society in the past; run to puff and put up this clique, and put down that, and the teachers have honestly and unwittingly paid their money and been "used" for this unworthy purpose by the ambitious blowers and strikers who have "controlled" things.

President Marble has at least put an end to this sort of small clap-trap for one session, and we hope the newly elected President, James H. Canfield, and his associates will continue this good work on independent lines for the next meeting.

Not only the people, fortunately able to be present, at the great meeting of the National Educational Association at Nashville, but the educators of the whole country are indebted to the "Local Executive Committee" of Nashville, Tenn., for their long continued and very successful efforts to provide amply for the varied wants of those in attendance. Only those who have attempted this labor know anything of the infinite details involved in caring for the wants, real and imaginary, of the thousands who gather on such occasions. Entertainment halls, lodging places, music, reception committees—all these, and a thousand other things, are to be provided for.

The Secretary, Frank Goodman, an eminent educator, himself, scarcely left the Headquarters at Watkins Institute day or night, during all the hot week of the Convention. We do

not think he was present at a single session of the general meeting of the Association. Always on hand, genial, and ready for every and all emergencies—he performed an amount of work that would have used up half a dozen ordinary men. He also had a score or more of faithful helpers always on duty.

So too of the Chairman of the Committee, Col. W. R. Garrett—he seemed to be omnipresent, and everything worked like perfect machinery.

The "Local Executive Committee" consisted of the following gentlemen: W. R. Garrett, President. Frank M. Smith, Vice-President. Frank Goodman, Secretary. Geo. W. F. Price, Treasurer. E. B. Stalman, W. H. Payne, W. M. Baskerville, Z. H. Brown, W. L. Danley, E. M. Cravath, J. P. Dake, Thos. H. Paine, Jackson, Tenn., Chas. W. Dabney, Jr., Knoxville, Tenn.

THEY WERE THERE.

"Lords of the wide world."

—SHAK.

THE great men were present, and active in the late meeting of the National Educational Association in Nashville, Tenn.

PRESIDENT A. P. MARBLE, sincere, independent, aggressive, genuine, original, witty, and felicitous of speech, anxious to promote noble ends, won the hearts of all, as Prof. J. A. B. Lovett, of Alabama, said: "We have in our midst in one of the most honored positions in this National Association, a 'Marble' shaft taken from the best quarries of the Old Bay State. This shaft is chiseled into the most symmetrical proportions and beautified by the polishing touches of those grand institutions of the East, which have so greatly enriched the thought and literature of the world."

A piece of "unsubduable granite" is he—piercing far and wide as the space between the Atlantic and Pacific Oceans—by his solid work and worth.

DR. WM. T. HARRIS

was there, too—full of good humor, tender affection, nobleness—the most conspicuous representative of this fruitful age of learning and philosophy; as great in the general sum of this work as in the explanation of details of our common school system—all of it genuine and additive—none of his work subtractive. The sovereignty and kingship of such a mind, with such insight, is everlasting in the world, opening all eyes to see truth in its length and breadth, and height and depth, and imparting life and strength to all—worthy of all affection and all reverence.

Yes—the most precious gift Heaven can give to this world is a great man, who comes to us, modest, humble, truthful, "with a God's message" to enlighten, uplift and inspire us with new degrees of intelligence—with intellectual and spiritual power—who

opens our eyes to see the possible and the attainable, and to help all men to realize these. By our way of receiving and answering this man and his message, do we stamp ourselves as wise—or otherwise.

PRESIDENT PICKARD

of the Council of Education and ex-President of the State University of Iowa, was also there, erudite and yet original; courteous to a charm in his deference to the opinion of others—but bold and daring in his own investigations of truth—scientific, ethical and political. With sure, prompt insight, he discriminates closely and clearly what is what; a strong, just man, he guides in the wise course—and all men must follow him in that. He has new and enlarged conceptions of the whole field of educational effort and accumulates about him, the atmosphere, *personnel*, and force of the sublime power of moral sentiments and moral convictions constantly.

Prof. Pickard is a sincere man, and he knows that this living, vital moral force, grows and grows, in this land, and spreads its protecting shield over States and Nations and over whole sections of history in the world. Prof. Pickard is in this belief strongly great and greatly strong in the ranks of the leading educators of this and other lands.

RIGHT REV. JOHN J. KEAN,

President of the Catholic University of Washington, D. C., was there as the representative of Christian education according to the tenets and direction of the Church and the Pope. As a loyal son of "The Church of Rome" he spoke her convictions ably and eloquently. Her teaching to him must be good—nay more, must be the best. The stern voice with which the Church speaks on this question of the education of the children of Catholics in this country, he thinks is the wisest, the best—the thing wanted in America to-day; that his part in this matter is to conform to the Church and in devout submission and silence to follow that, not questioning it—obeying it as unquestionable—and with strong, strange impassioned eloquence he painted with dazzling splendor the life of this people, and the heaven for America, if we follow out this Catholic idea of a "Christian Education" as interpreted by "The Catholic Church."

He was applauded sincerely and vigorously for the beauty of his language, for his chaste eloquence, for his strong arguments—but many did not concede the point, that Bishop Kean on this question of Education in America was "the Prophet of God." We shall hope to find space for his masterly Address, however, and also for the paper which Bishop Kean read, sent to the Association by His Eminence, Cardinal Gibbons of Baltimore, Md.

These papers represent the best thought yet syllabled in favor of Par-

ochial Schools as against "The Common Schools."

Then came

EDWIN D. MEAD.

of Boston, the "Breaker of Idols"—plain, terse, logical, strong, earnest—looking facts squarely in the face, and stating them without fear or favor, and his own calm deductions in view of these facts. Standing on the solid foundation of the reality of things and not on the show of things—he proceeded to demolish the fine-spun theories of bishop, priest and laymen, who believe in, work for, and vote for, and command a *sectarian* Christian Education, in the place of a *common school* American Christian Education.

Mr. Mead demonstrated how this common school education is preparatory in all its career to a condition which shall ultimate in the highest style of American Christian Citizenship; that it is, the grand root principle from which our whole social and political history branches out, and is to come by divine guidance to perfection—that out of the *Common School* and our higher free Protestant institutions of learning, the true sovereigns, temporal and spiritual are to come—that in the right of "private judgment" illuminated spiritually and mentally, lies the path of safety and progress for this great people—and not in the dictations of popes, cardinals and priests.

It is not honest, intelligent inquiry that breeds unbelief and unbelievers—that breeds revolution and revolutionists—that breeds anarchists and makes anarchy—but the reverse of this; it is ignorance and superstition, the speaker claimed, out of which these disturbing elements come.

Mr. Mead was a cool refreshing tonic, salt breeze from the Atlantic; with something to say on a vital question, and saying it with vigor and decision in sharp and wholesome contrast to the platitudes which have characterized so many papers at previous meetings of this association.

The rejoinder by Bishop Kean was worth a trip to Nashville to hear. There were passages which came to us like splendor out of heaven—bursts of eloquence illuminating every mind in the vast audience. There was no restraint but the bounds of truth. Each uttered what he felt, and that lofty daring which will of itself create genius characterized this remarkable discussion. Then came

PROF. C. M. WOODWARD

with his budget of original and selected data, in favor of "Manual Training." Here comes another leader and prophet—a new interpreter of the wants, abilities, aspirations and designs of the young men and women of this progressive age.

"The whole boy shall be put to school," says Prof. Woodward, and not a part of him. Here is a truth found in the nature of man, as well as in the

nature of things, and it will out—it will be heard, and read, and known of all men. The task of educating men and women to-day is not a soft, but a stern and great one, and all the powers of body and mind must be trained for use, so that education shall be an "all-round" and not a one-sided affair, longer.

Education—who of us yet can know what it is—what to call it—how to perfect it? There is misunderstanding—want of clear definition—misrepresentation of facts; and if Prof. Woodward was more emphatic than polite, in his effort to demolish some of the arguments and opponents of this measure, perhaps the opponents will be more careful in the future to stand for and state things that cannot be demolished. Prof. Woodward cannot be silent on this question or be silenced. He must and he will trouble the waters. He is full of faculty, fire and light. One of the old prophets gained but *thirteen* followers, it is said, in as many years—but to-day the words this man spoke have become the life guidance of one hundred and eighty millions of people.

HON. A. S. DRAPER.

State Superintendent of New York—another of the strong, independent, original thinkers, was there too. Cultured, tender, susceptible, humorous—he came from afar with a strong, clear, definite, unanswerable statement of "The Legal Status of the Public Schools" in America.

Captured by the beauty and wisdom of the lady teachers of Tennessee, he would feign build "three tabernacles" (with sliding doors), out in Glendale Park—one for Miss P., one for himself, and one for Miss F.

Mr. Draper is a lawyer of eminent ability and standing, an upright and just judge, and a practical and experienced educator. He married one of the most successful and accomplished lady teachers of one of the neighboring States—so that he brings great legal talent, vital personal contact, and experimental knowledge of the advantages and defects of the "Legal Status" of the public school question of the country. His paper was one of the best read at Nashville. He stripped this question of the misty fictions which envelop it, and threw over and about it the rays of a new, fresh light, which the convictions of a pure man, jurist and statesman, and the grandeur of the subject would inevitably invoke from his standpoint.

Mr. Draper believes that representative government, in this land, is based upon intelligence—is justice organized and embodied in law—reason enlightened and animated by the purest morality—and that it is to be an inviolable refuge against tyranny, both temporal and spiritual, for the people of all lands. Evidently

THE NATIONAL EDUCATIONAL ASSOCIATION

is to be henceforth more of a central

directing force or power in shaping and vivifying the educational interests of the whole country.

As we have shown, the strong, great representative men were there, working vigorously and harmoniously to the one great end of securing, by various and adequate means, state and national and Christian citizenship.

But what of the other great men, and great women too, who were there—quiet, silent, sincere, strong—but none the less effective, even if less conspicuous. Men and women representing the great private school interests, the great denominational school interests, the higher educational interests—academies, high schools, colleges, universities—yes, they were there, united and harmonious—from all sections of the country too—but for the rest—what shall we say of Dr. S. H. Peabody; Howland, of Ill.; Hinsdale, of Ann Arbor, Mich.; Payne, of Nashville, Tenn.; Rev. J. A. B. Lovett and Palmer, of Alabama; Cols. Allen and Boyd, of Ky.; of the paper of Hon. John Jay, of New York; of Venable and Hancock, of Ohio; of Dr. Baldwin and Prof. Alex. Hogg, of Texas; of Miss Burt and Mrs. Parker, of Ill.; Miss Dutton and Mrs. Williams, of Ohio; Calkins and Rickoff, of New York; Colyar, Smith, Garrett and Goodman, of Tenn.; Profs. S. S. Parr and Bell, of Indiana, and of hundreds of others? See Hebrews chap. xi. 32-34.

32. "And what more shall I say? for the time would fail me to tell of Gideon and of Barak, and of Samson and of Jephtha; of David also, and Samuel, and of the prophets;"

33. "Who through faith subdued kingdoms, wrought righteousness, obtained promises, stopped the mouths of lions;

34. "Quenched the violence of fire, escaped the edge of the sword, out of weakness were made strong, waxed valiant in fight, turned to flight the armies of the aliens."

THE COMING ISSUE.

"What is this?
That rises like the issue of a king."

—SHAK.

THE Rev. Dr. Mayo, who is known over this continent and the other too, as one of the leading pleaders of the land, in a powerful and eloquent sermon in Nashville during the recent meeting of the National Teachers' Association, said:

"I regard it the *foremost duty* of the good citizen in every party, class or church, 'to see that the Republic receives no harm,' by crippling its young reserve; to demand that every man in public life shall be known and tested as the friend of sound education; that the people's common school shall be kept out of the hands of its enemies and made the best possible agency for the training of the citizen; that the schools everywhere shall cease to be a part of the political 'machine,' and that legislators shall do their best and leave the people free to do their utmost for the fit school-

ing of the young reserve. This is, to-day,

THE COMING ISSUE

to which currency and revenue, tariff and civil service and suffrage are secondary. If education goes wrong, or is neglected, for the next twenty years, everything else goes wrong everywhere. If that goes right, everything goes up, all around.

Within the past seven years I have visited thirty American States, and I think I know 'the lay of the land' in this respect. I am no dreamer, no flatterer, no optimist, and don't believe any set of people, anywhere, has 'put blinders upon my eyes,' so that I do not realize the faults as well as the merits of every portion of our land. But I say it as my solemn conviction, that there is no evil tendency, private or public, anywhere in this Union, that cannot be dealt with in the peaceful, gradual, persistent American way of fitly training our youthful fifteen millions into God's reserve to 'hold the fort' for the higher civilization."

Let our teachers and educators hold meetings, interest the people, and clearly and distinctly define this, as "the coming issue."

THE rules of the House of Representatives in the last Congress were such that an infamous minority, by a dexterous use of the prerogatives which the rules placed in their hands, not only defeated the will of the people, but precipitated deadlocks, and frequently brought the wheels of legislation to a stand. Let us have none of this in the next Congress.

TROUBLE AHEAD.

"Othello's occupation's gone."
—SHAK.

THAT is not what ails your correspondent: but with many of his old associates and co-laborers, their occupation of teaching—under the new school law—is gone. The general average of 80 per cent. is what did it. Not a few had already engaged schools for the coming winter term, not dreaming but getting a certificate would be as it had been in days of yore—an easy matter. But the day of trial came, when they were weighed in the Commissioner's scale and found wanting.

I would like to hear, through the columns of the JOURNAL OF EDUCATION, from other counties of the State, if the application of the law works havoc in the ranks of the teachers there as it has in Franklin County.

There must be something in the application of the law, as in several instances applicants who failed here, report easy sailing in other counties.

Teachers, let us keep wide awake, and prepare ourselves for an average of 90 per cent., whether the law will require it or not.

FRANKLIN CO. PEDAGOGUE.

WE learn to know only what we love.

ARKANSAS

EDITION

American Journal of Education.

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J. B. MERWIN, }.

LIBERTY and law is the ark of our covenant.

SYMBOLISM is the greatest of teachers. Through the gateway of the eye it marches in and possesses the mind.

AMERICAN liberty peoples Dakota in a decade, and with the joyous acclaim of the nation welcomes her two young and vigorous commonwealths into the Union.

OUR teachers are building and successfully conducting institutions which will mightily influence all the future for good beyond all human calculation or measurement.

It is better to be poor, to live poor, and to die poor, than to withhold the sinews of war from God's campaigns.

INDIANA.

"Wide unclasp the table of their thoughts."
—SHAK.

THE teachers of Indiana are working up, in the direction of outside reading, to a very creditable and commendable degree.

The able, popular and effective representatives of the State Board of Education, Hon. Harvey M. La Follette, Superintendent Public Instruction, President, and Prof. L. H. Jones, Superintendent Indianapolis Schools, published a

SPECIAL NOTICE,

or order, from the State Board, that "after the first day of January, 1887, every applicant for a teacher's license shall present to the County Superintendent, at the time of the examination, a review or composition upon one of the following books: Tale of Two Cities, David Copperfield, Ivanhoe, Heart of Midlothian, Henry Esmond, The Spy, The Pilot, the Scarlet Letter, The Sketch Book, Knickerbocker's New York, The Happy Boy (by Bjornson), Poems of Longfellow, Poems of Bryant, Poems of Whittier, Poems of Lowell. Said composition shall contain not less than 600 nor more than 1,000 words, shall be in the applicant's own handwriting, and shall be accompanied with a declaration that it is the applicant's original work. The County Superintendent shall consider the merits of such composition in determining the applicant's fitness to teach."

The State Board of Education, at its January meeting, 1888, amended this order by the following resolution:

"Resolved, That the following books be added to the list adopted May, 1886, for teachers' reviews on examination, viz.: Holmes' Autocrat of the Breakfast Table, McMaster's Life of Franklin, and Charles Reade's Put

Yourself in His Place. The same to go into effect March 1, 1888."

The State Board of Education, at its October meeting, 1888, amended the above order as follows:

"It is hereby ordered that Hawthorne's Marble Faun, and Carlyle's Heroes and Hero Worship, be added to the list of books for teachers' reviews."

Here, too, is a specimen of the

GENERAL QUESTIONS

asked each applicant:

1. Give your name, age, and post-office address.
2. What special preparation have you made for teaching?
3. Name the educational papers and periodicals that you take and read.
4. Name the books on theory and practice of teaching that you have read.
5. How many days were you present at the last County Institute?
6. Have you taught school? What grade? How many months?
7. For how many months was your last certificate granted?
8. Have you given or received aid during this examination?
9. Have you ever held a six months' license in this county?
10. Did you take an active part in Township Institutes of the township in which you taught last year?
11. What books of the Reading Circle course have you studied, and when?

Note.—These questions must be answered in full.

It was also

ORDERED,

"That the Reading Circle examinations in the Science of Teaching be accepted by County Superintendents in the place of the county examination on that subject, and the average of their four successive yearly examinations in the Science of Teaching be accepted by the State Board in the examination for State certificates.

"The Board suggests that, since many questions admit of a variety of answers, credit be given for the intelligence shown in the answers, rather than for their conformity to the views of the Superintendent."

We presume, that the prompt, liberal payment of the teachers of Indiana is such that they can afford to perfect themselves in all these various branches, so as to make the average per cent. required. We hope so.

Could not other States and teachers profit by such a course of reading? We think so.

It is what we don't know that hurts and hinders us all the time.

THE real teacher must have a great power of vision to look onward and forward to comprehend the results of his work.

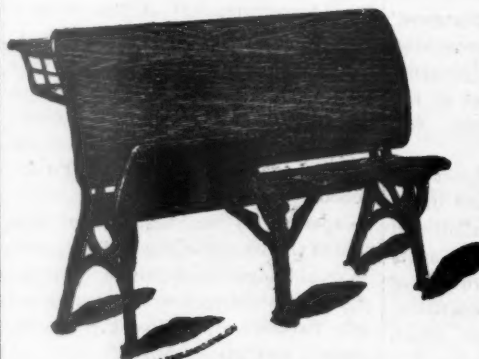
THE intelligent person is he who sees the essential points and works for them, and leaves the rest aside.

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The Seat will Fold or Unfold without the use of the hands, or any unnatural movement.



SEAT FOLDED.



DOUBLE DESK, WITH SEPARATE OR INDIVIDUAL SEATS.

HOPE COLLEGE,
Holland, Mich., Jan. 4, 1886.

Since September last we have used Haney's School Seats in the lecture room of Hope College, and have been well satisfied with the workmanship and with their adaptation to the uses designed.

The construction of the seats is just what the school-room needs; is noiseless and easy.

Haney's Seat and Desk is more easily put together and cheaply set up than other seats in use in our institution.

CHARLES SCOTT,
President.

GRAND RAPIDS,
Mich., June 10, 1886.

This is to certify that for the past three years the Haney Manufacturing Co. has supplied our Board with all the school seats that we have purchased for our new buildings, and for re-seating a portion of the old. The seats are giving good satisfaction to the Board, and our teachers speak highly of them. The Haney Seat takes rank with the best manufactured, and is preferred by our school authorities to any other that has competed with it for our trade.

HENRY J. FELKER,
President of Board of Education.

Our Bent Wood Desk and Seats.

DOUBLE FOR TWO PUPILS, AND SINGLE FOR ONE PUPIL.

With Double Wrought-Iron Hinges for Seats. Warranted for 20 years from all breakages.

From a large number of Endorsements we select the following from Hon. J. M. ARCHER, to whom we refer:



SALEM, ARK.

J. B. MERWIN, St. Louis, Mo. — My Dear Sir: When we built our new Academy at Salem we purchased your Patent Bent Wood Desks and Seats.

After YEARS OF TRIAL they have proved VERY SUBSTANTIAL and DURABLE, and have been so satisfactory that I take great pleasure in saying to the people of Arkansas, who feel an interest in securing the BEST AND MOST DURABLE SCHOOL DESKS and SCHOOL SUPPLIES made, that I am confident the Desks, Maps, Globes, Charts, Liquid Slating, and other apparatus manufactured and sold by you will give entire satisfaction. Very truly,
JAMES M. ARCHER.

Five Sizes of this Style are made for Pupils from 5 to 21 Years of Age.

Our Customers get the advantage of cheap freights on the Bent Wood Desks and Seats.

MERWIN'S IMPROVED PATENT GOTHIC DESK.



OUR HOME ENDORSEMENTS.

J. B. MERWIN, 1104 Pine Street, St. Louis:

DEAR SIR: It gives me pleasure to state that the Desks and Seats which you put into the school rooms of this city, after a thorough trial of more than Twenty Years, give entire satisfaction. Not a single Patent Gothic Desk has been broken.

THE IMPROVED PATENT GOTHIC DESK,

WITH CURVED FOLDING SLAT SEAT, with which you furnished the High Schools, are not only SUBSTANTIAL and BEAUTIFUL, but by their peculiar construction secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young.

These considerations commend THIS DESK to all who contemplate seating School Houses.

Respectfully yours,

WM. T. HARRIS,

Superintendent of Public Schools, St. Louis, Mo.

More than 600,000 of these desks have been sold; every one using them commends them.

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The Blackboard has now become an indispensable article, not only to School Teachers and Sabbath School Superintendents, but also to all classes of instructors, including mothers at home, lecturers and professors, and it is admitted by all, that in no way can impressions upon the memory of the children be made so lasting, as by means of illustration upon the Blackboard. Superintendents of Sabbath Schools will find these Blackboards peculiarly adapted to their wants, as the illustrations may be drawn at leisure during the week, and the board then rolled up and carried in the hand to the school.

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SPECIAL Parties leave Chicago every Thursday over "The Santa Fe Route" through to California. These parties are accompanied by a Special Conductor, whose duty it is to look after the comfort and security of passengers en route, and this feature makes the journey pleasant. Low rates are made for persons joining these parties.

If you think of going to California, write or call upon JAMES WALLACE, 212 Clark Street, Chicago, Ill.
7-22-11

HARVEST EXCURSIONS.

THE Missouri Pacific Railway and Iron Mountain Route will inaugurate the season of low rate harvest excursions August 8, to be followed by others August 20, September 10 and 24 and October 8. Only one fare for the round trip. Make your preparations to go now and obtain first choice of land from \$1.50 to \$5 per acre.

GREAT TRUTHS.

At a recent celebration in New Orleans, a poem by Ashley Townsend, who writes under the nom de plume of "Xariffa," was read, from which we make the following extracts:

"Who bulldeth broadest, bulldeth best;
Who broadest blesses, most is blessed.
Who lays the chosen plan so wide
It reaches to the other side
Of Prejudice and makes her wings
Fly true toward the truth of things;
Who so extends the temple's wall
It girds the greatest gain for all;
Who for the weal of man in quest,
Puts by the good and wins the best;
Then, with his silent work complete,
Steps back with self-denying feet,
And leaves the world his deed supreme—
Outbuilds the bullder's grandest dream."

The idea of telegraphing to moving trains had its inception as early as 1853; but of the many forms suggested all were impracticable in that they involved a mechanical contact between the train and the stationary conductor. Obviously, it is not feasible to make a circuit, either through a sliding arm projecting from a car, or by so modifying the track of a railroad that its rails may be utilized as electric conductors. But that this may be done by induction there can be no doubt, for its feasibility has been shown in daily practice upon the lines of the Lehigh Valley Railroad for the past two years.

A moving train may now receive messages passing along a neighboring wire almost as readily as New York communicates with Philadelphia by ordinary methods. Nor does the great speed of the train interfere with successful communication. If it could attain the velocity of a meteor, signals upon the wire would fly across the intervening space, inductively impressing themselves upon the met-

al roofs of the cars, with the same certainty as if the cars were motionless upon a side track; and it is not even essential that the train and the line be separated by a clear air-space, for non-conducting or non-magnetic substances may be interposed without impeding transmission.

During the memorable blizzard of March, 1888, the capacity of the system in this particular was subjected to an instructive test on the Lehigh road.—From the "Telegraph of To-Day," by CHARLES L. BUCKINGHAM, in July Scribner.

ROCKY MOUNTAIN TOURS.

Via Missouri Pacific Railway.

Tickets at greatly reduced rates for the round trip are now on sale to all Colorado and Utah resorts. Through Pullman Buffet Sleeping Cars, daily, to Pueblo, Colorado Springs and Denver. Ticket offices, 102 North Fourth Street and Union Depot.

Just think of it! \$140.52 made in one week by an agent representing B. F. Johnson & Co., Richmond, Va., and they have had many more parties traveling for them who did equally as well, some a good deal better. If you need employment it would be a good thing to sit down and write them a line at once.



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of
Skin & Scalp
RESTORED
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CUTICURA
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NOTHING IS KNOWN TO SCIENCE AT all comparable to the CUTICURA REMEDIES in their marvellous properties of cleansing, purifying and beautifying the skin, and in curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood disease, from pimples to scrofula.

Sold everywhere. Price, CUTICURA, 50c.; RESOLVENT \$1; SOAP, 25c. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS.

Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.

Dull Aches, Pains, and Weaknesses instantly relieved by the CUTICURA ANTI-PAIN PLASTER, the only pain-killing plaster. 25c.

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TEXAS EDITION American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

TEXAS.

"And even from this time,
Do we build on thee
A better opinion, than ever before."
—SHAK.

STATE SUPERINTENDENT COOPER is winning golden opinions not only from the leading educators and teachers of the State, but from the people as well, for his careful conservative and helpful work in securing better teachers for the children of the State.

In regard to the summer

NORMAL EXAMINATION

he says:

"The principal will fix the programme of the examination in the following order: Spelling, reading, writing, arithmetic, grammar and composition, geography, history of the United States, history of Texas, theory and practice of teaching, civil government, physiology, physics, algebra and geometry. Candidates for certificates of the second grade should not submit papers in the last four subjects named, and should be excused from attending the examination after the completion of civil government.

The principal will require each candidate to submit with the last papers handed in, a concise sketch of his or her life, together with such evidences as may be furnished showing the moral character and professional ability of the candidate. See 'directions to candidates.' "

The following are the directions sent out to candidates for certificates.

"1. Write your name; 2, your age; 3, your postoffice address; 4, where educated; 5, number of terms you you have taught and what length of terms; 6, what works on teaching and education you have read; 7, what teachers' paper you take; 8, have you seen this list of questions before; 9, what teachers' institutes you have attended during the past year; 10, how many certificates have you held; 11, where and by whom have you been examined; what grade of certificate do you now hold; 13, will you promise neither to give nor receive aid during this examination.

Please observe the following directions: 1. Refrain from communicating with others than the principal during the examination. 2. Number the answers to correspond with the questions. 3. Remember that the quality of your work will be considered as well as the quantity. 4. Write plainly. 5. You need not copy the question. 6. Your knowledge of grammar and composition will be judged largely by the accuracy shown in writing the work of this examination. 7. Use

a different paper for each branch, and write the subject at the head of each sheet. Do not crowd your work. 8. Write only on one side of your paper."

The Texas delegation in attendance upon the National Educational Association, were a great credit to the State as well as to themselves individually. Dr. J. Baldwin was so proud of this delegation, that he gathered them all at the Woolwine Institute, and then invited us, with several of the distinguished educators, to go and make their personal acquaintance. It was in this way that the pleasant, permanent influence of the meeting will be made, to count very largely for good.

The same course was followed in regard to the Alabama, Kentucky, Tennessee, Oregon, and the other State associations. We acknowledge our indebtedness to Dr. Baldwin and others for these pleasant reunions. We hope they may be multiplied.

OUR teachers, school officers, and others, interested in the progress and success of our common schools, begin to realize the wisdom of the statement of Prof. S. S. Parr, of the De Pauw Normal School in Indiana. Prof. Parr speaks from a long, successful, practical experience as a teacher and as an educator; he says, that "the live teacher who is provided with *proper tools to work with* in the school-room, is worth from \$10 to \$50 more per month than the teacher not thus provided."

This is true, because so much more work can be done, and so much better work can be done for the pupils with these proper tools for teaching.

An eight-inch Globe, a set of Maps a good Blackboard, and Reading Charts are *absolutely* essential for the success of any school or any teacher. The children need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without further delay.

THESE inflexible spirits, that stand for intelligence—as against illiteracy—and for principle against expediency—are the efflorescence of the world's hope and aspiration.

THE teacher may grow old; but his work will never—like that of the politician—grow obsolete.

WE hope our Texas friends will let their neighbors see this copy of the AMERICAN JOURNAL OF EDUCATION. They will want it for a year certain, and we shall be glad to accommodate them.

GET some "tools to work with," early in the season. You can do *ten* times as much work and *ten* times better work, with Blackboards, Maps, Globes and Charts, than you can do without these "helps."

Get "some tools to work with."



ON THE DUTY OF THE HIGH SCHOOL TO SUPPORT THE COLLEGE.

BY W. T. HARRIS, LL. D.

"Make us happy in your unity."
—SHAK.

IN the United States there does not exist what may be called a national system of education. Even in the several States, individually, there is not to be found such a thing as a State system of education, which includes all descriptions of schools as members of its organism, and stamps them all with its policy and methods. A thorough State system would have supervision and control of all species of schools, and would co-ordinate or subordinate them in such a manner that each grade found its place and special function anticipated and provided for by all others. According to many, our national principle of local self-government does not permit anything of this kind.

While the State establishes and maintains two grades of schools—common schools and high schools—and in some cases three or more grades, it permits and encourages all kinds of private enterprise in education, especially in the direction of higher education, and in the majority of cases leaves to religious denominations and private corporations the business of providing all of the college and university instruction.

It may easily happen that under these circumstances antagonizing tendencies will arise. The elementary schools may form their courses of study in such a manner as to fit their pupils for a higher education different from that which colleges actually furnish; and if the colleges refuse to modify their course of instruction in such a manner as to adapt it to the preparatory course given by the common schools, then the common schools by adherence to their chosen curriculum will lead their pupils into paths that will not conduct them towards higher education. The result will be

to diminish the number that receive a higher education in colleges.

College education should mean the production of directive intelligence. To decrease this sort of production is directly suicidal to the highest interests of the State and of civilization.

This is a matter of concern to us all; but it does not follow that we can lay blame on the management of the colleges because they have declined to readjust their own curriculum so as to correspond to the modification in that of the common schools. On the contrary, it would seem that those who preside over higher education should be the first to perceive the necessity for modifications of any sort demanded by the age, and to make proper provision for them. But while it would appear that the directors of the common schools are most likely to be in error in this matter—as they are most likely to comprehend less profoundly the necessity of the age and the best means of meeting its demands—it is often true that a necessity of the age makes itself felt first in the lower strata of society, for the very reason that they are under the sway of immediate impulse, and are not in the habit of submitting their impulses to a severe cross-examination in the court of reason.

Such cross-examination is wont to suppress entirely the manifestation of a new instinct, as something abnormal and capricious. For the new instinct can give no account of itself. Hence comes the possibility of error on the part of highest culture and self-conscious directive power. It may stand in the way of a needed reform. As a matter of fact, it always has fallen into this error, and is always doing it again. It is a blind conservatism opposing the revolutionary tendencies of a blind radicalism. A rational conservatism should systematically investigate the grounds that have caused to exist the present systems and methods, and likewise the causes of the manifestation of any and all revolutionary tendencies. This twofold investigation is indispensable to able directive control of affairs.

It may happen that the result of such twofold investigation would establish the wisdom of the colleges in maintaining the traditional disciplines in Latin, Greek and mathematics, as the only appropriate basis of higher education. In that case the directors of public education would be proved to be in the wrong in so far as they have failed to make preparation for the higher education as it exists.

The colleges, too, if this failure exists, are justified in founding and encouraging special preparatory schools. Those who are to receive a higher education would thus be separated from other youth even in their primary and secondary education.

But such isolation of the classes who receive higher education will tend to destroy that complete sympathy and

appreciation of motives and springs of action that exist where youth grow up together in the same schools. The caste feeling produces a sort of blindness towards the moral status of one's fellow-men, and destroys the ability to explain their actions.

Here, it seems to me, we have the vital problem of relation between colleges and common schools. It concerns the question of the usefulness and desirability of college education altogether. It concerns the welfare of the great masses of our citizens who, being called to greater and greater undertakings in life, shall find perhaps that their education, received in the public high school, does not suffice as a basis for education in colleges and universities, nor for the mental training necessary in the direction of their enlarged business spheres. Unprepared for great combinations, or for taking a survey of large perspective, their very prosperity leads them to failure. Mounted on their waxen wings, they shall find themselves tumbling into the sea of bankruptcy and ruin.

If the theory of higher education implied by colleges and universities, is the correct one, why should it not be regarded as a matter of great importance for the entire community to understand its grounds and appreciate its value? Why should there not be made a sufficient exposition of the peculiar nature of classical study, for example, to convince all intelligent persons of its necessity as a foundation of higher education? Why should not public opinion be enlightened in such a manner that it will demand a modification of the course of study in the common schools, and an adaptation of it to the ideal standard of the best education? Is it because the directors of our higher education are satisfied with present tendencies and results? Or is it because there is a well-settled doubt in their minds as to the tenability of their position?

The friends of common schools have the same vital question to consider: have they built wisely or foolishly? They have connected the high school with the grammar school, and the grammar school with the primary school, and made them parts of one system; but they have departed from the course prescribed by the college for preparation, by establishing a so-called "general," or "English" course, which is elected by three-fourths, or even nine-tenths of the pupils. If Latin and Greek furnish the best training to discipline and strengthen the mind, they ought to be studied by all pupils in the high school, it would seem. Why then should not the people modify their common school instruction so as to make it preparatory for the college course as it now exists?

To these questions we sometimes hear the response that higher education is only for the few; the professional men who are to be lawyers,

clergymen, doctors of medicine, or teachers. These classes need a special training, as a sort of Brahmin caste, while the rest of society needs only a sort of general, practical education. According to this view of the higher education as fitting its pupils for narrow special functions, and not for the direction of the common pursuits of life, it should seem a good thing that obstacles are placed in the way of those who seek higher education in colleges. Colleges in that case are doing too much, rather than too little, of the education; they are over-stocking the professions on the one hand, and turning out half of their graduates to enter business for which they are confessedly not educated.

If the higher education of the colleges claims to be the best training of individuals for all kinds of large directive power, it is evident that it should attract as many youth as possible. It is evident that a course of study in the elementary and high schools that does not prepare youth for college, will in that case be a public evil. Again, granting the usefulness and necessity of higher education, it is supposed by some that sufficient provision is made for those who desire to enter college from the common schools, by splitting the curriculum of the high school into a general and classical course; but even this requires the pupil or his parents to have settled the question of higher education four years in advance of his entrance of college, and renders it very difficult for the pupil who has taken a general or English course, and at a late period become interested in future culture, to change his mind and prepare for college; for he must now go back, and enter classes with pupils two or three years younger than himself. In the case of the special preparatory schools the evil is still greater. In them the divergence of the English course from the classical preparatory course, begins two or three years earlier than in the common schools. There is, therefore, still less encouragement for such changes of purpose if the special preparatory school becomes the sole, exclusive means of fitting the pupil for entrance to college.

The arbitrary choice of the parent or pupil, therefore, determines for or against a college course, for the most part years before the entrance to college, and even years before it is determined whether the pupil has developed or will develop tastes or inclinations in the direction of college studies.

Meanwhile there goes on a constant war against the traditional college course on the part of the advocates of science and history, answered only by haughty assumption on the part of the directors of classical education. The latter have the field, and do not condescend to do any proselyting. But the opposition is large and continues to grow. It has the common school

system on its side, and is active with the help of large endowments in building up polytechnic schools, art schools, manual training schools, and agricultural colleges. Herbert Spencer's ideas on the study of dead languages are endorsed as fundamental principles, and distinguished writers speak of classical study as "the college fetish." It is perhaps quite difficult to state the true reason for higher studies, in language addressed to the public at large: but are the colleges and universities able to give a scientific and satisfactory account to themselves of their preference for Latin and Greek over natural science and modern literature and history?

If this matter were taken up in earnest by college men, no doubt the net result of the arguments would soon find expression in popular phrases and polemical mottoes that would carry the justification of classical studies to minds of all grades of culture.

There is no consideration that will in any way lessen the responsibility of the directors of the higher education in this matter, or excuse them for their indifference towards the proper enlightenment of public opinion on this subject.

To the directors of public school education on the other hand, as well as to the advocates of the so-called "modern" course of study in education, it must be said: Weigh well the question of higher education as a means of developing directive intelligence. Consider in the first place the educative effect on the pupil of association in a good school with companions of the same class, and of higher or lower classes—the advantage of continuing school education four years longer. Consider next the nature of the studies pursued; noting their effect as giving insight into human life, or into the workings of material nature.

The youth grows in insight into the world, and in his ability to direct his activities in relation to the world, by associating with his fellows. This is a practical education, because it is acquired by doing and seeing others do.

The first phase of this practical education is that of subordination of self to higher control—the habit of working in a subordinate position. The pupils of the lower classes of a school live and work in the constant exercise of a feeling of respect and reverence for the members of the higher classes. Finding their daily tasks in the elementary branches of instruction to be so difficult as to require their full strength to cope with them, the acquired power of older pupils in higher classes which master with ease the lessons in more advanced departments of study seems akin to magic. There is no situation in life where differences in intellect appear in such imposing perspective as in the school-room.

The spectacle of intellectual growth in one's fellow pupils is perhaps the

most valuable of school influences. The most hopeless state of mind for education is that one in which the individual declines all effort at mastering a new study, saying: "I have no mental capacity for it. I was not made for such things." The sight of whole classes of pupils constantly passing on from one stadium of progress to another, without seeming to meet with serious obstacles, is stimulating to the individual. Others now far beyond him, and successfully encountering what seem to him insuperable obstacles, were a year ago where he is now. On the other hand, he is successfully meeting difficulties which he knows are entirely too great for the strength of classes a year's interval behind him.

This scholastic experience in the possibility of overcoming gigantic obstacles through the simple process of plodding industry and the culture that grows from it, is itself a great moral lesson which underlies intellectual culture. When one has learned it, nothing seems impossible of accomplishment in the realm of erudition or insight. The best part of this lesson, it is manifest, comes from the spectacle of achievement which the pupil beholds in classes advanced beyond his grade.

The pupils of the highest classes in any school receive a kind of homage and respect from the lower classes, paid to them as a tribute for work that has been actually accomplished, and for strength manifested. While this homage is health-giving, in so far as it produces a proper self-respect, and an ambition to gain honor for worthy achievements in mental culture; on the other hand it is not sufficiently balanced in the highest class by a corresponding reverence and respect for fellow pupils, who have advanced beyond them, and entered on new studies in higher institutions. The highest class in a school is unfortunate in the fact that it is deprived of the health-giving presence of superior classes. It happens, therefore, that the moral tone of pupils in the highest class is liable to become depressed by the growth of an empty conceit, in the place of the healthy tension of intellectual industry.

[To be continued.]

WHAT a wondrous power of imagination on the part of our teachers to blend the past with the present in the teaching of history and geography, so as to make a vital living force in the life of to-day.

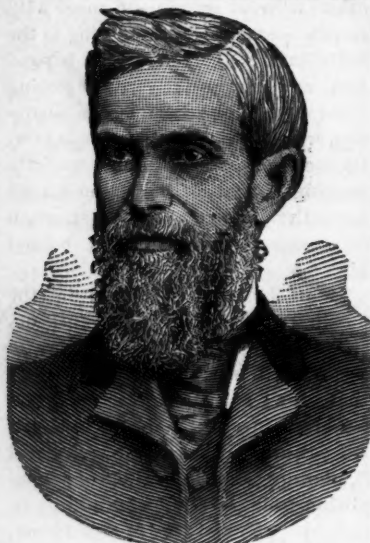
What a fortunate and happy faculty is this power. Surely we ought fully and adequately to compensate those who thus set themselves apart for the great work of instruction.

THESE teachers—the champions of light and intelligence, of liberty and progress—can we ever be sufficiently grateful to them for what they have done and what they are doing for us?

ILLINOIS EDITION American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN



DR. EDWIN C. HEWETT.
PRESIDENT OF THE ILLINOIS STATE
NORMAL UNIVERSITY, NORMAL, ILL.

"He, in his particular act and place,
May give his saying, deed."
—SHAK.

DR. HEWETT has been so long prominently and successfully identified with the educational interests of Illinois, that he numbers his pupils by thousands, already, among the leading teachers of the State. He is the author of several popular works on education also.

He has just been elected for the fifth time at Nashville, as Treasurer of the National Educational Association.

We are indebted to his Publishers, Van Antwerp, Bragg and Co., not only for the use of the cut of Dr. Hewett, but for the valuable work on Psychology from which we take the following extracts.

These statements and conclusions of Dr. Hewett are the results of years of careful research and study, and are as useful to the teachers and educators of Maine and Texas, of Oregon and Florida, as for the teachers of Illinois.

In other words, the real educator rises above State lines and local surroundings, up into the region of universal principles, which are everywhere applicable and of permanent, practical use. Dr. Hewett says:

"The mind can not do its best work unless the body and brain are in good condition.

2. No mental activity is of any value without careful attention to the thing in hand.

Corollary: one thing at a time.

3. There is no way in which a mind can increase in knowledge or power except by its own activity.

4. Mental acquisition, and mental power or skill, are forms of growth; and all growth requires time.

5. Ideas and thoughts are never conveyed from one mind to another; they are formed, or awakened, in that mind where they exist.

6. The mind gains the crude material for all it knows or thinks, through the use of the senses.

7. Neither knowledge nor skill is fully ours till it has taken the form of habit; frequent repetition tends to produce a habit.

8. One can express intelligibly what he understands clearly; one can not express clearly anything that is not clear in his own mind; the attempt to make a clear statement helps toward clearness of thought.

EIGHT GENERAL CHARACTERISTICS OF YOUNG CHILDREN.

1. The attention of children is intense, but volatile; they have little or no power of voluntary attention.

2. The mental activity of children is chiefly shown in the use of their senses.

3. Children delight to use their muscles, when they can use them according to their own will or fancy.

4. Children have a strong propensity to imitate, especially in things that please them.

5. Children instinctively believe what is told them, especially when told by one whom they esteem.

6. The curiosity of children is very active; but, for the time being, it is easily satisfied on any one point.

7. Children remember *well* when they understand clearly, and what they have an interest in.

8. Children delight in the play of imagination—a fact which the teacher may make good use of, both in teaching and in governing.

EIGHT PRINCIPLES OF TEACHING.

1. Teaching is causing another to know what he did not know before.

2. Begin where the pupil now is; use the pupil's present knowledge for a foundation.

3. Make no attempt to teach till you have the pupil's attention; stop, if you lose it.

4. Aim first to arouse the pupil's interest in what you propose to teach, and to awaken his curiosity in respect to it.

5. Do not allow meaningless symbols to be used; do not confound the symbol with what it represents; be sure that all symbols mean the same to teacher and pupil.

6. Fix *exactly* in the pupil's memory what ought to be there; but never load the memory unnecessarily.

7. Hold the pupil strictly responsible for all that he ought to know or do.
Corollary: Do nothing for him that he can do for himself.

8. In teaching always have regard to general principles, but respect the pupil's individuality in their application."

Do good to your enemy that he may become your friend.

This teacher, who has worked into the depths of this child's existence—who is feeding from his own soul the life-roots of its being, and nourishing thereby all its future existence—can you succeed in calculating the worth and wealth of such an one? As well try to estimate the light of the sun by the tallow-dips it—us.

LIGHT—such as our teachers bring—is the truth shining round about men, disclosing what is right and righteousness, and showing how to practice both.

"BENEFICIARIES."

"We did think it writ down as our duty
To let you know of it."
—SHAK.

ONE of the unfavorable signs of the times in Public School matters, is the re-iteration by a few people—sometimes including even officers and members of school boards, of the term *beneficiaries*, as applied to the pupils who respond to the appeal of the State to prepare themselves for the duties of citizenship.

It ought to be a truism, that common schools are not provided by some paternal government, but that at the command of the people, who compose the State, outside of a few executive and deliberative and judicial officers, the formal State obeys the mandate which directs that a portion of the revenue raised for the conduct of public affairs be devoted to the maintenance of schools; and that, furthermore, villages, towns, and cities shall be allowed the privilege of assessing themselves for any further sums needed to extend and perfect the common school system.

The schools are, even according to the statements of those who would restrict their usefulness, a device for promoting the public weal, and those who use them are neither outcasts nor wretched and forlorn orphans, but the children of those who, as citizens, constitute the State, and who are soon to become citizens themselves.

These parents direct the action of the State, except in so far as this right is infringed by the paltry chicanery of petty politicians, to whom the insignia of office, the outward respect which may thereby be exacted, and support at public expense, an avoidance of all personal responsibility, and cheap general phrases, form the substantial definition of the "public good."

The children who use the public schools are, it may be asserted, less the beneficiaries than the community itself, for this has attained the object sought, when the children enter upon a path which strengthens the probability of their becoming, with maturer years, men and women, who, in their turn, will prove supporters of the public weal, or will at least pro-

tect the State against any necessity for caring for them,

Far different is it in the case of our colleges and universities,—for, even though one pay some paltry sum—varying from thirty to one hundred dollars a year—he remains, in the strictest sense, a beneficiary of the charity which has furnished endowments, without which the institutions could neither come into existence nor be maintained.

In our own community the Washington University must—for its buildings (plain though these be), its appliances, and the compensation of its necessarily large faculty—have cost several millions of dollars, all of which has been the gift of its liberal friends, while the petty revenue derived from tuition fees can hardly have paid for current improvements of the property.

It is, as it seems to us, time that college men, at least, should cease to arrogate to themselves some supposed superiority to the mass of the community from which, after all, they draw their support, and it is certainly high time that an educational paper, such as the JOURNAL, should at least show who are the *beneficiaries* of charity—the pupils of the public schools, who further the interests of the State, or those who, having at the expense of unknown benefactors carried their education into the higher studies, choose to treat cavalierly a much larger and fully as useful element in the community.

BELL-WETHER INFLUENCE.

"They eat, speak and move,
Only under the influence of the most received star."
—SHAK.

THE greatest drawback to educational progress in this country today, is what may be called the "Bell-Wether Influence." Instead of stopping to think out questions for themselves, there is too great a tendency among educators generally to wait and hear what others have to say upon any given subject before venturing an opinion of their own. Caution is a good thing, when properly used; but, when carried to an excess, it becomes a dead weight to material progress. There can be no real educational advancement among educators unless there is the greatest mental liberty to work, think and experiment. Society and Civilization united only represent stages of national growth along certain lines, and in consequence it is often necessary to readjust bearings and to enter upon unexplored regions. All the hue and cry about national aid to the Southern States for educational purposes is a fair illustration.

The scheme as advocated by Senator Blair, Dr. Mayo and their followers, is a case in point.

In the first place, Maryland, Delaware and Missouri, need no State aid; and if Kentucky had the right sort of an educational sentiment, it needs none.

If help must be given, it should be made pure and simple to the Southern States, excluding those I have mentioned.

The public money should be used for two purposes only, in helping the Southern States: 1. In building school-houses wherever needed. 2. In preparing Southern teachers for efficient work in all grades of public schools. A uniform plan should be adopted for all school-houses of the same size throughout those States. First the school-house and then the teacher. A new school house in every neighborhood would be a greater incentive than any other that could be put before the people. There is a sort of local pride attaching to each community that would go very far toward stimulating and cultivating the true educational sentiment among those people, where it is most needed. An educational sentiment is necessarily a slow growth.

A government can interfere too much in the affairs of a people. It can stifle the energies of a people, and render them dependent and helpless. But, as is well known, the building of school-houses is one of the greatest burdens the people are called upon to bear in educational matters: so, if aid is to be given, it should be to erect school-houses, and this followed by establishing training schools enough to equip these Southern States with good teachers.

The South needs more white people and fewer negroes. There women have not so many avenues opened to them as have their sisters of the other States of the Union. The white people of the South must furnish the great body of the teaching force of that section of the country. The Southern people, both men and women, are especially adapted to this kind of work. With school-houses once built and properly furnished, in a little time matters would begin to shape themselves.

As to Missouri, there is no need whatever for government aid. This State has the largest available school fund of any State in the Union. Her people believe in public schools; they tax themselves voluntarily to support the schools of their own choice. She asks for no "new re-rating" in her behalf. Not so with many of the other former slave-holding States.

If help is needed there, and the government is the proper agency to distribute it, it should be given to those States only, and for the two purposes mentioned in this communication. Personally, I have little faith in any movement that does not spring up spontaneously from the people most interested themselves.

J. M. GREENWOOD.

Kansas City, Mo.

SAY what you will, the real teacher is the prophet of his time and of his country.

GRAND OLD MISSOURI!

"Know you not
How your State stands 't the world,
With the whole world?"

—SHAK.

It is said that Missouri was admitted into the Union by proclamation of President Monroe August 10th, 1821, and contains 65,370 square miles. The population of Missouri in 1821 was 70,647; in 1880, 2,168,804; in 1889 (estimated) 3,216,871.

We do not want in Missouri to take any second place—either in a moral, social, commercial or political sense. Governor Francis is in every way competent for a first place, and no other calculation should be made. Missouri has a great school fund, and that is supplemented by local taxation, so that her school system should be the best of any State in the Union, and the first in all respects.

We are able to keep the schools open nine months out of the twelve, and pay our teachers adequate salaries at the end of each month, as our other state and county officers are paid. We are not only able to do this, but we ought to make provision to do this without further delay. Our teachers are our citizens, and their success and progress is our success and progress.

Missouri is great and rich in her agricultural and mineral resources, as well as in extent of territory. Capital is seeking investment here, in all directions.

Thanks to Hon. Champ Clark, H. Martin Williams and others, the Australian system of voting is to have a trial in Missouri, and the "poll-workers and professional 'bleeders' of candidates who have been operating on election day in all the cities of the State with a population of 5,000 and more inhabitants will be left without employment or whisky, when the next election day comes around. To this extent, at least, elections in our growing cities are to be purified in the future."

Our teachers, especially, should read the article published in *The Republic*, of July 21st, explaining the working of this system.

Hon. Isaac H. Sturgeon of St. Louis, has been at work for years in the same direction, so that after this all "ballots cast at elections held under the new law will be printed and distributed at public expense, the County Clerks in the Counties and the Recorder of voters in the City of St. Louis having charge of the printing and distribution of the tickets. To get the names of the candidates of any party on the ticket the officers of the convention or primary elections must certify to the County Clerk or Recorder of Voters the name of the person nominated, his residence, occupation and office for which he was nominated. The certificate may also designate by name the party or principle which such nominee shall represent."

Grand Old Missouri! We do not

need to take any second place in any respect.

As the work of the common school goes on, and its results come to be more manifest in the peace, order and prosperity of the people, those faithful teachers who conduct them, will constantly be gaining more and more the confidence, esteem and help of all good men.

A BRUTAL lethargy, begotten of ignorance and illiteracy, seems peaceable to-day—the grave and the dead in it are peaceable. We work for and hope for a living peace—not a dead one.

TEACH the children that

"The brave make danger opportunity;
The waverer paltering with the chance sublime,
Dwells to peril."

THIS teacher, at his best and highest, is a tower of strength—a fountain of wisdom—a hero, shining with the splendor and strength given by the Supreme. We must take note of this too.

THE great heart that in its ocean depths takes up the children in its love; the clear, deep-seeing eye, with on-looking vision—without these, no teacher can prosper at all. These are chiefest and best. Get these into your examination at all events, if you would have your teachers succeed.

ALL good books are written, and all good work done—all teaching and all preaching, with the heart's blood. This only lives. There is no remission of the sins of commission and omission but by repentance and blood.

Manual Training School,

WASHINGTON UNIVERSITY, ST. LOUIS.

The TENTH YEAR of this highly successful School for Boys will open

Next September,

At which time a **NEW CLASS OF ONE HUNDRED BOYS** will be admitted. VACANCIES IN THE UPPER CLASSES will also be filled.

Requisites for Admission to the First Year Class:

Candidates must be at least 14 years old; they must be thorough in Arithmetic through Percentage and Interest; they must be clear and accurate in oral analysis of arithmetical examples; they must be familiar with Political Geography and able to draw reasonably accurate maps from memory; they must spell well, write well, and compose well.

Boys who can present certificates of admission to the St. Louis High School or to schools of equal grade, will be accepted without further examination.

Pupils of lower grades are not advised to try the Examination unless they are at least 16 years old. It is not an advantage to secure admission if poorly prepared; failure and disappointment are sure to follow.

CANDIDATES may send in their names at any time.

THE FIRST EXAMINATION WILL BE HELD ON

Monday, June 10th, from 9 till 3 o'clock.

A SECOND EXAMINATION WILL BE HELD

Friday, September 13th.

The preference will be given, first, to those bearing Certificates of Qualification; second, to those earliest enrolled as Candidates. Boys at a distance may be examined under the supervision of a local teacher. All applicants should present certificates of good character.

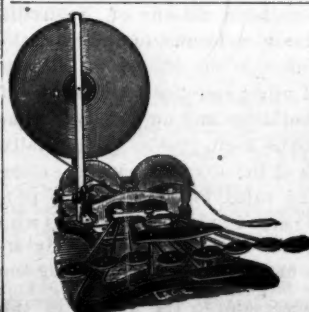
Parents not familiar with our aims and methods may be interested to know:

1. The School does not teach trades, though it teaches the use of a great many tools.
2. It is not the aim of the School to make mechanics.
3. Equal attention is paid to Literature, Mathematics, Science, Tool-work and Drawing.
4. There is no opportunity to earn money at the School.
5. The Course of Study must be taken in regular order.
6. Each day's program has two hours for shop-work and four for recitations and drawing.
7. Boys with bad habits are not wanted and will not be retained.
8. The full course of training in the School covers three years.
9. Graduates are prepared to enter a high-grade Technical School, to go into business, or to enter upon any occupation requiring a well-disciplined mind and hand.
10. The Diploma of the School entitles the holder to admission to the Freshman Polytechnic Class in the University without examination.

A Catalogue, giving the Course of Study and Practice, the Theory and Method of the School, with items of Fees, Expense, &c., together with sets of old Examination Questions, will be sent on application.

C. M. WOODWARD, Director.

WASHINGTON UNIVERSITY, St. Louis, May 1, 1889.



THE STENOGRAPH.

The Wonderful Shorthand Machine.

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402 N. 3d Street, St. Louis, Mo.

FEDERAL AID ENDORSED.

THE following Committee on Resolutions, consisting of E. E. White, Ohio, Chairman; Jno. M. Bloss, Kansas; J. B. Merwin, Missouri; J. A. B. Lovett, Alabama; Alexander Hogg, Texas; Mrs. F. W. Parker, Illinois; C. J. Prescott, New Jersey, so far as we could learn, were *unanimous* in favor of Federal Aid for Education, as shown by their report.

Resolved, That universal education is a public necessity in a free government, and as a consequence is a matter of National interest and concern. Universal suffrage without universal education is national peril. As a necessary means to National education, an efficient public school should be placed within easy reach of all American youth—its doors open to all and its beneficent tuition free to all.

Resolved, In order that the result expressed in the foregoing resolution may be speedily reached throughout the United States, this association reaffirms its former declarations, in favor of national aid for public education, and in view of the long delay in granting such aid and attending increase in population and illiteracy, it urges that the appropriations hitherto designated in bills passed by the Senate be correspondingly increased.

Resolved, That the efficiency of the public school is primarily tested by its results in moral character, and hence its highest duty is effective moral training. The aim of the school is not the training of the mind alone but the training of the man; the forming, ennobling and enriching of manhood, is the highest and best product of the school. In the public school, the school for the people and for the whole people, moral character must ever stand before intellectual culture. As a means to this end, moral training must rise above the mechanical virtues. It must touch the conscience and make it regal in the life; and to this end it must be permeated and vitalized, as it always has been in the American school, by religious sanctions and influence.

Resolved, That we express the hope that this meeting of the association may exert a salutary influence in the settlement of those school questions which are now enlisting public interest and discussion, and to this end it is urged that its volume of proceedings containing, as it will, many able papers and discussions on these questions, be as widely distributed as possible. It is recommended that as many as one thousand (1,000) extra copies be printed for gratuitous distribution to important libraries, leading papers and magazines that give attention to education and to societies devoted to educational reform.

Resolved, That the executive officers of the association richly deserve its hearty thanks for the able and efficient manner in which they have discharged

their duties. They have spared neither time nor labor to make this meeting of the association one of the most memorable in its history, and our worthy President is to be congratulated on presiding at a meeting in which no sectional lines have appeared, and which has so happily illustrated the fact that we are one people.

Resolved, That this association hereby expresses its high appreciation of the generous and hospitable reception extended to it in this beautiful city of the South and especially of the admirable arrangements made for the meetings of the association and its several departments, and for the entertainment and comfort of its members—arrangements never excelled in the history of the association with possibly one exception, the California meeting. Our special and hearty thanks are due and are hereby extended to Capt. W. R. Garrett, President of the local Executive Committee; Mr. Frank M. Smith, Vice-President; Prof. Frank Goodman, Secretary, and Geo. W. F. Price, Treasurer, and the other members of this efficient committee; to Supt. Z. H. Brown, Chairman Finance Committee; Maj. W. L. Danley, Chairman Auditing and Transportation Committees; Gen. John F. Wheelless, Chairman Reception Committee; Col. A. S. Colyar, Chairman Press Committee; J. C. Napier and R. S. White, Chairmen of Reception and Entertainment Committees for colored people; J. B. Hancock, Chairman of Hotels and Entertainment Committee; M. B. Pilcher, Chairman of Committee on Halls and Place of Meetings; Prof. J. L. Lampson, Chairman of Excursions Committee; Chancellor Payne, Chairman of Bulletin Committee; H. C. Weber, Manager of Exposition; W. H. Smith of the Associated Press, and last but not least, to Dr. William Morrow, to whom we are indebted for the unique and generous barbecue, so thoroughly enjoyed by all. We would also remember the polite and attentive Local Department Committees, the generous and public spirited teachers of Nashville, and to all others, who, in any capacity, rendered official or personal service in the entertainment of the association and its members and visitors.

Resolved, That the hearty thanks of the association are extended to the railroad companies that have granted reduced fares, to the hotels and boarding houses for reduced rates, and to the hospitable citizens of Nashville for hearty welcomes to their beautiful homes, to the officers of churches and other societies for the use of their buildings and for hearty invitations to be their guests, to the daily papers of the city for accurate, extensive and valuable reports of the proceedings, and to all other persons who in any way have contributed any effort or money to make this meeting one of the largest, most interesting and most successful in the history of the Association.

Officers elected for the ensuing year are:

James H. Canfield of Lawrence, Kan., former Secretary of the Association was unanimously elected President.

Col. W. R. Garrett, of Nashville, Chairman of the Local Executive Committee, was declared the choice of the Association for the office of Secretary.

Mr. Edwin C. Hewitt, of Normal, Ill., was unanimously elected Treasurer for the fifth time.

TENNESSEE.

"A very good piece of work, I assure you."
—SHAK.

THE Annual Meeting of the State Teachers' Association of Tennessee, was wisely called to assemble in Nashville the same week of the meeting of the National Educational Association, so that the Tennessee teachers in attendance, had the advantage of the home and foreign talent which both meetings would draw to this city of more than "seven beautiful hills"—this "Athens of the South."

We availed ourselves of the courteous invitation extended by the officers of the Association to attend the closing exercises at Glendale park.

We were fortunate enough to reach the grounds in time to hear the paper of Miss Pierce, of Dyersburg, "Primary Work," which was full of the most practical and valuable suggestions for all teachers. Miss Pierce was followed by Miss Flynn, who entertained and instructed her hearers with illustrations of *practical work* for the school-room and samples of work done by the pupils.

President Dabney introduced Dr. Pickard, President of the Council of Education, who, in the course of his remarks, said that this was, with one exception, the largest meeting the "Council of Education" has ever held, and that he thought after hearing the papers on *primary work* many of the visiting educators could, with profit, come to school to Tennessee teachers.

Dr. Draper, State Superintendent of New York, was introduced and spoke of the widespread fame of the attractive women of Kentucky and Tennessee, and said he could not help remarking to his neighbor as he listened to the clear cut explanations and definitions of these ladies, that "some of us would would awfully like to come to school to these Tennessee teachers."

The "*some of us*" of Dr. Draper included about all of the great crowd present.

State Superintendent, Hon. Frank M. Smith, who is very popular for the strong, grand work he has done in building up the school interests of the State, introduced the following resolution which was adopted:

Resolved, That the State Teachers' Association of Tennessee shall appoint a committee to memorialize the

next General Assembly of the State to give to the girls of the State equal provision for education that has been made for the boys at the University of Tennessee."

The President appointed the following committee: Superintendent Smith, Miss Clara Conway, Miss Jennie Higbee, Mrs. L. C. French, Mrs. E. G. Buford and Superintendent Z. H. Brown.

The following officers were elected: President, Z. H. Brown, Nashville; Vice-President W. S. Jones, Memphis; W. J. Grannis, Lebanon; H. D. Huffaker, Chattanooga; Secretary and Treasurer, Frank Goodman, Nashville; Assistant Secretary and Treasurer, David G. Ray, Nashville; Executive Committee, Frank M. Smith, Thomas H. Payne, Miss Jennie Higbee, W. R. Garrett and W. T. White.

The following report of the executive Committee was adopted:

"We would most respectfully ask that the Executive Committee be instructed to take into consideration the advisability of locating the association at some convenient point most easy of access in the State, and report at the next annual meeting.

"The kind invitation of the officials of the city of Memphis, of the teachers of Shelby county, and of the County Superintendent, asking that the next annual meeting of this association be held in the city of Memphis, has been carefully considered and it is the unanimous voice of the committee that the invitation be accepted, therefore the next meeting of the association will be held in the city of Memphis on the 26th, 27th and 28th of June, 1890."

PROF. CHAS. E. WAIT, of the University of Tenn., sailed for Paris with a party of American Engineers, who visit England and France upon the special invitation of the Engineering Societies of these countries. Great preparations have been made for their entertainment, both in London and Paris.

Prof. Wait built the finest laboratory west of the Mississippi river, at Rolla, Mo., for the School of Mines of our State University.

OUR teachers do well, in a quiet way, to call the attention of school officers, directors and trustees, to the facts so plainly stated by Prof. S. S. Parr, of the DePauw Normal School, that "the live teacher who is provided with tools to work with in the school-room, is worth from \$10 to \$50 more per month than those not thus provided."

This is a plain, practical, common-sense proposition that should be acted upon without further delay.

Do you think this arena of the teacher, who deals with souls for time and eternity, is a restricted one? Can you measure its bounds? Have you plummet to sound its depth, or mind to conceive its length and height? or to measure its worth?

WASHINGTON

D. C.,

EDITION

American Journal of Education

AND NATIONAL EDUCATOR.

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JERIAH BONHAM, Washington, D.C. { Editors
J. B. MERWIN St. Louis,..... }

THE NORTHWEST.

"He can report—the newest State."
—SHAK.

DURING the past two months, since we left Washington, the interests of the consolidated JOURNALS have been presented in Illinois, Wisconsin, Minnesota, South Dakota and Iowa. We have been mingling the pleasures of vacation and recreation with the presentation of the merits of our JOURNAL to the recognition of the friends of education in these States.

We visited Madison, Wis., and made calls on Prof. J. W. Stearns of the Wisconsin State Normal; Prof. Beach, Supt. City Schools; Hon. R. P. Thwaites, Secretary and Librarian of the Wisconsin State Historical Society; Dr. Lyman C. Draper, LL.D., the great historian; Gen. Davis Atwood, the veteran journalist; State Superintendent Thayer, and several others, who have made a splendid reputation in the world of literature, education, history and journalism.

We next called at Wabasha, where we met Prof. J. C. Gilman, Sup't City Schools; and Miss Maggie Lutz, of Lake City, one of his assistants, both busy in their preparation for Commencement exercises the following week.

One day's stay in the city added several names to our list more will be added in the future.

Next, at Red Wing, Minn., we called on Prof. Whitman, Sup't City Schools, and met with a cordial reception from this veteran educator, who retires from the profession after many years of successful teaching.

ST. PAUL.

From Red Wing we journeyed to St. Paul, where we spent one week. We were fortunate in meeting here Hon. D. L. Kiehle, Sup't Public Instruction, and his able assistant Prof. J. H. Kirk, at their office in the State capitol. We had met Mr. Kiehle at the meeting of the Department of Superintendence at Washington, in March last, where he made a most humorous, as well as instructive address, subject, "Psychology," with the psychology left out. Sup't Kiehle presented us with a catalogue of the Public Library of Minnesota, for which he has our thanks. The Sup't of the city schools, with the Principals were off enjoying their vacation.

By invitation we attended the re-

union of the Eighth Minnesota Regiment at Minnetonka Beach, consisting of an excursion on the large steamer St. Louis on Lake Minnetonka, concluding with a grand dinner at the Hotel LaFayette—both the excursion and dinner given by Major Geo. E. Camp of Minneapolis. Nearly 500 persons, members of the regiment, their wives, children and invited guests, joined in the excursion and sat down to the dinner so bountifully provided by their generous host. The festivities were concluded by an address from Maj. Camp, Chaplain Armsby, Comrade Rogers and others, and the presentation of gold-headed canes to Major Camp and Col. Thomas, and a purse of fifty dollars to Chaplain Armsby by the surviving members of the regiment.

At Minneapolis we viewed St. Anthony's Falls from both sides of the river; had an outside view of the Exposition Building, the Pillsbury and Washburn Mills, and learned that most of the teachers of the city were absent on vacation.

We left by the Manitoba line for Sioux Falls, South Dakota, stopping en route one day at Wilmar, to make calls and additions to our list of subscribers. From the few teachers found at home we made some very pleasant acquaintances and added some names to our list.

From Wilmar to Sioux Falls, a distance of 150 miles, over fertile rolling prairies, some of it, as yet, sparsely settled, we had a pleasant day's ride, passing several "future great" cities, surrounded by a magnificent stretch of country.

Sioux Falls is a bustling, flourishing city, assuming metropolitan airs; it is the present capital of the new State of South Dakota. The Constitutional Convention was just convening; the "glorious Fourth" just to hand; the Convocation of the Baptist Institute for the States of Iowa, Nebraska, Minnesota and the two Dakotas, in session, some of its meetings at the Baptist Church and others at the Theological University—all these, with other gatherings, making the city the scene of much educational, religious and patriotic interest. We attended some of the sessions of the Institute; heard able sermons and lectures by distinguished divines; looked in upon the assembled wisdom of the new State as represented by the statesmen who were members of the Convention; made the acquaintance of some of the representative citizens, and made some valuable additions to our subscription list.

DAKOTA.

OUR objective point in coming to Dakota, was to visit a son, Col. Edward Bonham, our first-born, whom we had not seen for several years. We found him busily engaged in the line of his business—crop prospects fair. Our

meeting was one of great pleasure to both, and we tarried three days, during which time we were shown much of the broad spreading prairies of that part of Dakota, and their adaptation for the production of what is planted in their rich soil, amply rewarding the labor given to its production. During our visit to him we made the acquaintance of a number of intelligent and prosperous citizens, all of them proud of their new State, and none regretting that they had cast their lot on her broad protecting bosom.

We found the people of Dakota wide awake to their material interests—education being the first as shown by the erection of substantial buildings dedicated to educational purposes—as public schools, seminaries, colleges and universities. Space will not permit us to particularize, but on every hand the evidence is presented that the citizens of this young commonwealth regard education as the first interest of the State, and that the means will be furnished to promote it along all the lines that we have indicated.

On our return we stopped two days at Sioux City, Iowa, another "booming" city, showing great prosperity, with immense prospective possibilities for the future—in fact, the great city of Northwestern Iowa—the commercial emporium of northeastern Nebraska, southwestern Dakota and the borders thereof—are what is claimed for this striding youth among the cities.

We next called at Lemars, Iowa, where the County Teachers' Institute was in session, with Miss Carrie A. Byrne, County Superintendent of Schools as Conductor, assisted by Profs. Cooper, Young and others, as instructors. The drill was most thorough in all the departments—Miss Byrne, herself, taking charge of the classes in history. Here we also met with several old Illinois friends of former years.

On leaving Lemars, we made a short call at Cherokee, on Miss Gregg, the County Supt. of Schools. At Galena, Ill., we called on our old friend, Prof. Robert Brand, formerly County Superintendent of Schools. Prof. Chambers, the present incumbent, was off on a week's vacation. Coming on to Freeport, we called on Prof. C. C. Snyder, Supt. City Schools, who was enjoying a much needed rest after the arduous labors of the year. At Rockford, we found Supt. Walker busy outlining work for the next year; Prof. Smith, of the High School, vacating at Princeton; Prof. Barbour off to Nashville. We found Miss Flora E. Spellman, the Kindergarten worker, our erstwhile correspondent, enjoying a much needed rest at her pleasant home. We called at the Select Summer Normal School, conducted by Mrs. Mary L. Carpenter, formerly County Supt. of Schools for Winnebago County, and found an encouraging attendance of students.

Our limited space prevents our saying much more that ought to be said.

J. B.

A Fact

WORTH knowing is that blood diseases which all other remedies fail to cure, yield to Ayer's Sarsaparilla.

Fresh confirmation of this statement comes to hand daily. Even such deep-seated and stubborn complaints as Rheumatism, Rheumatic Gout, and the like, are thoroughly eradicated by the use of this wonderful alterative.



Mrs. R. Irving Dodge, 110 West 125th street, New York, certifies:—

"About two years ago, after suffering for nearly two years from rheumatic gout, being able to walk only with great discomfort, and having tried various remedies, including mineral waters, without relief, I saw by an advertisement in a Chicago paper that a man had been relieved of this distressing complaint, after long suffering, by taking Ayer's Sarsaparilla. I then decided to make a trial of this medicine, and took it regularly for eight months. I am pleased to say that it effected a complete cure, and that I have since had no return of the disease."

Mrs. L. A. Stark, Nashua, N. H., writes: "One year ago I was taken ill with rheumatism, being confined to my house six months. I came out of the sickness very much debilitated, with no appetite, and my system disordered in every way. I commenced to use Ayer's Sarsaparilla and began to improve at once, gaining in strength and soon recovering my usual health. I cannot say too much in praise of this well-known medicine."

"I have taken a great deal of medicine, but nothing has done me so much good as Ayer's Sarsaparilla. I felt its beneficial effects before I had quite finished one bottle, and I can freely testify that it is the best blood-medicine I know of."—L. W. Ward, Sr., Woodland, Texas.

Ayer's Sarsaparilla,

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Price \$1; six bottles, \$5. Worth \$5 a bottle.

You will do well to let your friends see this copy of the AMERICAN JOURNAL OF EDUCATION. They will probably want it as long as they live, if you do.

OUR tax-payers and school officers, too understand now that good Blackboards all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

How grand and wonderful it is to be at the birth of a people! when the solitudes are waking with intelligence, when the vast plains are beginning to throb with new and wondrous life!

Our teachers in all the West hold this important position, and so mould the destiny of States and the nation.

The richest countries are not those where nature is most prolific, but where labor is most intelligent and consequently most efficient. Nature is most profuse in her bounties in the South Sea Islands and in equatorial Africa, but *wealth* is more general in the temperate zones where intelligence and industry prevail.

REMEMBER that for every mouth born into the world to consume, there are two hands to produce.

THIS mild, shining light of intelligence, which our teachers let fall athwart the pathway of the children, leads them on and up into insight, power and character. This light cannot be put out, but shines on forever. It is worth all, and much more than it costs.

THIS problem of properly educating the masses, is the greatest practical problem that we and this government are here to accomplish and solve.

THE *American* says: "In the ten years 1877-87 the attendance of colored children on the public schools of the South has increased from, 570,000 to 1,200,000, and both white and colored show a marked improvement in their appreciation of educational privileges. In all the States south of the Potomac the two races share equally in the expenditure of the School Fund. And had the National Government been allowed to come to the assistance of the States in this matter, with such aid as would have *lengthened the school term* to six or eight months of the year, the South would have reaped abundant fruit from this new interest in education. At present the vacation is so long that the pupils have time to *forget* nearly all they have learned during the short time school is open."

THERE are three channels which carry away most or all of the profits of business unless carefully hemmed in—personal expenses, family expenses, useless business expenses. They must each be determinedly limited, if a secure financial position is hoped for.



HON. J. L. M. CURRY.

"His training such—
That he may furnish and instruct great teachers."
—SHAK.

TRAINED TEACHERS.

HON. J. L. M. CURRY, General Agent of the Peabody Fund, is so careful and conservative in his public utterances, and backs up what is said with help in a pecuniary way, to secure better trained teachers for the children of the South; that it would seem the people and the legislators would give earnest and careful consideration to his wise words, and strive to co-operate with him to the fullest possible extent. We shall furnish them the data for this co-operation, if they will use it and circulate it, cheerfully.

In regard to the question of
NORMAL SCHOOLS,

Dr. Curry says:

"Good teachers are *indispensable*, and the most efficient agency for improved teaching, is the Normal School. Alabama has done well in recognizing the benefit of this agency. Your Normal Schools at Florence, Troy, Tuskegee, Jacksonville, Livingston, Huntsville and Montgomery, by their fruits are vindicating your wisdom in their establishment and support.

Normal instruction should be based on a substratum of sound education. I wonder if you believe that teaching is a most difficult thing to do—that real *bona fide*, efficient teaching requires a preparatory course of study and training, and as much special knowledge and skill as law, medicine or engineering. Some persons have natural aptitudes and acquire great proficiency in the school-room just as the war brought out valuable commanders who had not been trained at West Point. Still, teachers can be taught.

HOW TO TEACH.

They must understand the particular subject and *how* to teach it, how to put it into and make it a part of the mind of the pupil. Some pour into the mind of the pupil, as I pour water into this

glass, and there is little assimilation or digestion of what is taught. Another puts a boy on his resources, awakens inquiry, stimulates investigation, educes the reasoning powers and trains the judgment. Another, while doing all the second has done, molds character, makes boys manly, girls womanly, and brings into development the truest manhood and womanhood. We need not stop to inquire who is the best.

THE DUTY OF THE STATE

to train teachers is a necessary corollary of the responsibility it assumes in undertaking the education of the people. This consequent duty of providing and training teachers is best discharged in the Normal School as an essential part of the educational system of the State. These Schools conduce to economy as well as efficiency. In employing unskilled and incompetent teachers there is waste of time, waste of money, waste of mind, waste of vital energies. With adequate teaching, the progress will be ten-fold what it would be under different conditions.

TEACHERS' INSTITUTES

have been found to be valuable auxiliaries in the work of teacher training. Alabama last year made an appropriation of \$500. Well and wisely done, and a great advance over what many States are doing. These Institutes should be properly distributed and be conducted, as in Massachusetts and New York, by trained and paid experts. As all teachers cannot have the benefit of a professional training it is important that means be provided to advance their professional skill. The country teachers especially, as they are isolated, need to catch inspiration and quickened zeal from association with their co-laborers.

EXPERIENCED EDUCATORS

can remove many difficulties, correct mistakes suggest improved methods and give practical, illustrative exercises of how a thing may be done. The bringing together in sympathy of so many engaged in a common work stimulates ambition, magnifies the office of teaching and the importance of the public school, and gives object lessons of the ends which well conducted school exercises may promote.

THE PEABODY FUND,

which has already gladly given \$100,000 to Alabama, will hereafter be more exclusively confined to Normal Schools and Teachers' Institutes.

The prosperity of the State is largely dependent on general education. Mechanical invention is the active principle in this age of productive industry.

It has been said by Dr. Harris, that by the aid of machinery, manufacturing power doubles in seven years. The brain therefore is to be educated to inventive and directive intelligence. An uneducated laborer will soon be thrust aside. As a free man is better

than a slave, so intelligent labor is preferable to ignorance and stupidity. I have read in the journals of a class of men being suited for certain menial employments, for the drudgery of unskilled and poorly remunerated labor. We want no labor caste re-introduced into the South. We are free of slavery, let us keep free. The wealth of the world is largely the creation of human labor, but the value created and imparted is in the ratio of the skill of the worker and the skill is the application of scientific principles. This assignment of a species of low labor to a separate class, is pure nonsense. Education has been called

THE ECONOMY OF FORCE

and gives it increased power to enlarge wealth. Analyze the commonest labor and you will see how simplest processes involve the application of scientific principles. Sweeping Dexter Avenue, sawing wood, turning a grind-stone, harnessing a horse to a dray will be inefficiently done in proportion as certain well-known principles, or truths, are disregarded. The negro schools of the South of a higher order are demonstrating the possibility and the usefulness of combining industrial training with ordinary education. This is a most hopeful sign. Two things are surely coming to pass, the introduction of industrial training in public schools and the co-education of the sexes. I hope to live to see the time when the doors of Universities and Colleges will be alike and equally open to boys and girls, to men and women.

Free institutions are dependent on general education. The political requirements of our governments make education in our public schools a necessity."

THE re-united *Wabash* has issued a very handsome and valuable book, containing condensed time tables of through express trains, a list of general officers of the system, a description of the various divisions, the mileage, a neat but complete map of the consolidated system and illustrations of the elegant dining, buffet and boudoir cars in the service. The outer cover is a model of beauty and taste, block letters of gold and white on a background of gold embellishing the title space, and smaller letters in profusion covering the board, which is likewise ornamented with a floral design and the locomotive headlight trademark of the "Wabash." The rear cover is embellished with a design of the "Flag of our Union." The entire work was designed by and reflects great credit upon Advertising Agent Durand.

STATES and nations cannot develop upon rising lines without patriotism.

With institutions and governments perpetuity is impossible unless they are sustained by intelligent patriotism.

MISSISSIPPI

EDITION

American Journal of Education.

\$1.00 per Year in advance.

W. C. ROATEN, Jackson, } Editors.
J. B. MERWIN, St. Louis,

NEVER before in the history of this nation, have the educators of the country touched the fibre of the National heart as in the late meeting of National Educational Association at Nashville, Tenn. In this "Athens of the South" we met, and were royally and regally welcomed to the hospitalities of the city, to the homes of the people—to the churches—to the halls—to the theaters—to a regular old-fashioned Southern "barbecue." Not only was the "ox roasted whole"—but the fatted calf was killed—the sheep and the swine—the corn and the wine were poured out *ad libitum*, until every heart vibrated sensitively to the union of sentiment and effort made to demonstrate that we were welcome, that we were one people. Dead issues were forgotten and ignored, and live questions of means for the universal education of all the people for the duties and responsibilities of American citizenship were uppermost and brought to the front. No nation can be forever governed by the laws of its fathers. There must be adjustments and re-adjustments to meet the growing demands of the present over the past—adjustments of means to ends, not only in money to defray the necessary expenses, but in the curriculum of studies pursued in the common schools, high schools, normal schools, colleges and universities.

The dead of a past generation have not the power or the wisdom to bind against their will the living, and the present generation. New duties, new responsibilities, devolve upon us, to enable us to realize the most and the best from the new conditions and the new problems which confront us. This seemed to be the prevailing sentiment at Nashville, and the representative educators of the South we very decided in their expressions and endorsements of these views.

It was a great joy to us personally, and to hundreds of others, to meet and clasp the warm hand of friendship and to feel the strong heart-beat of sympathy of men and women whom we have known as educators by their splendid work for twenty years, but whose faces we now looked upon for the first time.

This great meeting at Nashville, drawing together the leading educators of the country from all sections, will have a vast influence for good in securing a unity of effort and purpose in the conduct of our school affairs. We are all coming to distinguish more clearly what is essential and what is not.

This meeting will open up and open out a new line of thought and work and endeavor. It will vastly increase the influence, power and usefulness of every teacher, who has the wisdom and strength to avail himself of these larger designs and purposes.

THE Chicago Musical College will issue for the next season Fifteen Free, and One Hundred Partial Scholarships, to talented and deserving pupils who have not the means to obtain a musical education, or cannot pay the regular tuition of the College. Applications received now at the office of the Chicago Musical College, Central Music Hall. Each applicant must come well recommended.

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This popular educational institution will open its Twenty-second Annual Session September 11th, 1899. It is located on the opposite corner from the Executive Mansion, Springfield, Ills. This Institute was established in 1868, by Mrs. M. McKee Homes. She continued the principal until her death Aug. 3rd, 1888. In the memorial sermon preached by Rev. Fred. H. Wines, we find this testimony to the memory of this excellent woman: "A life of duty faithfully performed, of kind and generous deeds, of tender sympathy, and untiring effort to elevate and ennoble the lives of those committed to her charge as a teacher. There was no public interest for whose promotion her house and her purse were not open. She spent a large part of her private fortune in the effort to establish here a first-class educational institution for our girls. To fill her place will not be easy. She was a large-hearted, large-minded, unselfish Christian woman. We honor ourselves in honoring her and revering her memory."

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RECENT LITERATURE.

THE forthcoming (August) number of the Century will contain a chapter on "Lincoln and the Churches," in the Lincoln History, by Messrs. Hay and Nicolson, from which the following is an extract from advance sheets:

"He was a man of profound and intense religious feeling. We have no purpose of attempting to formulate his creed; we question if he himself ever did so. There have been swift witnesses who, judging from expressions uttered in his callow youth, have called him an atheist, and others who, with the most laudable intentions, have remembered improbable conversations which they bring forward to prove at once his orthodoxy and their own intimacy with him. But leaving aside these apocryphal evidences, we have only to look at his authentic public and private utterances to see how deep and strong in all the latter part of his life was the current of his religious thought and emotion. He continually invited and appreciated at their highest value the prayers of good people. The pressure of the tremendous problems by which he was surrounded; the awful moral significance of the conflict in which he was the chief combatant; the overwhelming sense of personal responsibility, which never left him for an hour—all contributed to produce, in a temperament naturally serious and predisposed to a spiritual view of life and conduct, a sense of reverent acceptance of the guidance of a Superior Power.

From that morning when, standing amid the falling snowflakes on the railway car at Springfield, he asked the prayers of his neighbors in those touching phrases whose echo rose that night in invocations from thousands of family altars, to that memorable hour when on the steps of the Capitol he humbled himself before his Creator in the sublime words of the second inaugural, there is not an expression known to have come from his lips or his pen but proves that he held himself answerable in every act of his career to a more august tribunal than any one on earth. The fact that he was not a communicant of any church, and that he was singularly reserved in regard to his personal religious life, gives only the greater force to these striking proofs of his profound reverence and faith."

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